



*Evaluation, support and guidance
for projects in education*

Interim External Evaluation Report POOLS-2

“Producing Open Learning System Tools-2”

**LEONARDO DA VINCI
Transfer of Innovation Project**

(ref. no. ES/09/LLP-LdV/TOI/149016)

October 2010

Angelica Bucur-Marinescu

&

Sareth Long

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Introduction

A. Purpose of this report:

External evaluation and monitoring of the European Commission's Lifelong Learning Programme's project "POOLS-2" (Producing Open Learning System Tools 2)

B. The main areas evaluated are:

- The progress made towards the contractual outcomes and respect of the contractual work-plan
- The manner in which the partnership performs as a transnational collaboration (cross-cultural understanding, sharing of activities, effectiveness of communication, meeting deadlines, etc.)
- The quality of the outcomes and products
- The extent of the inclusion of the target groups in project planning and activities
- The effectiveness and impact of dissemination activities and the extent to which the project has employed models of best practice from related projects
- The quality of the ODL and ICT elements of the project activities
- The extent to which a strategy for sustaining the project activities beyond the programme funding has been applied within the project
- Advice and guidance on the financial and administrative progress of the project

The project external evaluators participate in two project meetings scheduled in the project, one during the first year and the other one during the second of the project's lifetime.

C. The evaluation outcomes are:

- i) Draft evaluation strategy for presentation at the project's first meeting
- ii) Participation at first meeting and one other meeting in agreement with the project promoter
- iii) Finalised evaluation strategy and initial assessment report, presented in January 2010, at the Kick-off meeting of the project, in Madrid
- iv) Interim evaluation report (this document – October 2010)
- v) Final evaluation report
- vi) Reviews of project progress in line with the evaluation tables A, B, C, D.

1. Sources of Information, Methods and Tools used for the External Evaluation

The POOLS-2 project is developed with the aim to promote and exploit Computer Assisted Language Learning (CALL) in Cyprus, Malta, and Portugal. It is a transfer of innovation project integrating the best practices and innovations from the original Pools project, which received in 2009 the European Award for Innovation and Creativity in Lifelong Learning.

The assessment of the achievements in the first year of its duration focuses on the activities and work-progress of Pools-2 regarding the planned Transfer of Innovation presented in the original application:

- adapting and translating the core materials of Pools Project: the Course book, Course manual, the Do-It-Yourself (DIY) video with subtitles
- producing 20 digital videos per each of the countries – Cyprus, Malta and Portugal, where the TOI takes place
- the CALL materials development, in the three new languages: Portuguese, Greek and Maltese.
- the preparation of teacher training courses on Computer Assisted Learning Languages in Cyprus, Malta, and Portugal.

The evaluators analysed the progress made in Year 1 towards the production of the contractual final outcomes:

- i) Development in Greek, Maltese and Portuguese of e-learning materials and videos to be used during in-service teacher training courses and in teaching and on-line versions
- ii) The progress of the competence-based language teacher Course on ICT methodologies and the development of ICT-based teaching resources, guides, etc.
- iii) The instructions and examples on how to create multimedia online material in the languages of the participating partners
- iv) The course book available on the website and downloadable .pdf file, presenting the eLearning materials and methodologies for language teaching
- v) Pools-2 website and blog
- vi) Dissemination materials: brochures, flyers, eight newsletters, conferences materials, available in all the languages of Pools-2.

The evaluation was based on the strategy presented at the Kick-off meeting and agreed upon by the Pools-2 partners. The data and the sources of information for the external evaluation were gathered from the direct

observations of project's activities, the evidence of work-progress and the collaboration of partners. Angelica Bucur-Marinescu, member of the external evaluation team, was present to the first project meeting and workshop in Madrid in January 2010.

The Interim External Evaluation Report used the following sources of information made available by the project:

- the original application and project schedule
- the original Project Management and Quality management plans
- internal evaluation documentation: Quarterly Evaluation reports by each partner, consolidated Quarterly Reports
- communication between the partners and with the external audiences
- the collaboration during the three project's workshops in Madrid, Nicosia and Malta
- the meetings' agenda, results and their evaluation by the participating members
- the dissemination activities, the presentations and the materials produced
- the new dedicated website <http://www.languages.dk/pools-2/index.htm> and the blog with evidence about work-progress, outcomes, collaborative development process
- the information about the additional outcome produced in year 1, in French
- the Pools-2 Facebook <http://www.facebook.com/pages/POOLS-2/406821910219>.
- The initial feedback on the application, received from the ES National Agency assessment team

The methods used for the external evaluation were combined to allow the analysis of the results from a quantitative and qualitative point of view.

The evaluators' team checked and/or tested and analysed the intermediary results:

- the progress and the quality of the training materials developed
- the development of the Course Book in GR, MT and PT and their availability on the website
- the development of Course Guides in target languages as in contract
- the Course Guide's units with guidelines on how to run the courses (in-service, online only, or blended courses.
- the progress concerning the organisation and running of the In-service pilot courses and workshops.
- the Pools-2 website, updated and operational with content and the links with the Pools website
- the Newsletters produced and mailed to registered users
- the other dissemination activities.

2. POOLS-2 Evaluation

a) Project Management and Quality Management

The progress made towards the contractual outcomes and respect of the contractual work-plan

i) **The work-progress at Interim time is very good**, especially taking in account the 3 month delay encountered at the beginning of the project due to the late contractualisation and financing with the National Agency. **The project is on course to meet its original objectives** and produced several

quality outcomes which will be highlighted in more detail later. It demonstrates value in terms of additional partners from Switzerland and French as a new language.

The project has also performed positively in the context of its roles with its “sister” initiatives within the POOLS domain (the two sister projects are POOLS-M and POOLS-Tools, which can be visited from the same web source as POOLS-2, as well as building very successfully from the initial POOLS activity on which the main transfer process of this project is based) illustrating a very effective example of how a broad initiative can be supported in various specific fields to achieve synergies and a collective impact greater than if any one of the projects was operating in isolation. This in itself is an example of real added value. **POOLS-2 has also benefited from the fact that the initial POOLS initiative was of clear and formally acknowledged high quality.**

ii) Since the previous initial evaluation report (February 15th 2010) the project **succeeded to overcome the remaining one month delay** and developed the originally foreseen outcomes. It presents evidence regarding the results and most of them are available on-line at <http://www.languages.dk/pools-2/index.htm>. These results are analyzed more in detailed in the dedicated section 'Quality of Outcomes'.

iii) The Project Management and the responsibility for the quality management were shared between the Spanish promoter CECE and the leader of the original Pools project, the Danish partner SDE. **This collaboration ensured good results and progress in the first period** and was key in the respect of the original work-plan. The external evaluators

would like to emphasise this point as in their experience, such shared leadership is sometimes based on practicalities at the application stage connected to organisational financial infrastructure and capacity. In this instance, the leadership approach has succeeded after some initial hesitancy, to promote an approach that combines fresh input (sometimes missing from a ToI initiative aiming at a straightforward geographical transfer process) with genuine meaningful experience in the field. It should also be emphasised that this is not only effective because of institutional capacity but also because of **the commitment and motivation of the key personnel involved.**

iv) Connected to this, is the fact that the project was also carefully prepared, with clear milestones and 2-years schedule presented in the beginning of the project and re-discussed at each of the 3 project meetings and workshops. As good practice, it was observed during the external evaluator participation in the Madrid meeting and in the Minutes of the Nicosia and Malta meetings, that at the end of each meeting, **the teams presented their tasks for the next phase of activities to ensure that they remained focused and on course in the subsequent months.**

v) **As part of this PM and QM processes, the Internal Evaluation plays an important role.** It is undertaken mainly through Quarterly activity reports of the partners and the consolidated Pools-2 Quarterly Activity Reports. The progress in the three months period is monitored and graded (grades from 1 to maximum 5) on several key activities. These are:

- the communication within the partnership
- the innovative aspects
- management, dissemination, external impact/mainstreaming

- a summary of activities of the partners, on local, national and/or international levels.

These procedures and the internal evaluation and monitoring information are very useful and help to keep the project on the track and share this information among all the partners.

However, it is noted that for the first nine months, the Quarterly Reports are all available on-line, while only one consolidated Quarterly Report is on-line (QR 2 at

[http://www.languages.dk/archive.html#Ongoing_pools-](http://www.languages.dk/archive.html#Ongoing_pools-2_project_evaluation)

[2_project_evaluation](http://www.languages.dk/archive.html#Ongoing_pools-2_project_evaluation)). The other three Global Quarterly Reports should be consolidated and put on-line as soon as possible, before the submission of the Interim Report. For the last 3 months July-September 2010, only the Danish QR 4 is presented online. The other Quarterly Reports of the partners that are finalized should be uploaded on the website as well as the consolidated QR

b) The Partnership. The manner in which the partnership performs as a transnational collaboration (cross-cultural understanding, sharing of activities, effectiveness of communication, meeting deadlines, etc.,)

i) **The partnership appears to be performing well and the evaluators witnessed a very good collaboration among the project members from Cyprus, Denmark, Malta, Portugal, Spain, United Kingdom and Switzerland.** The process of communication generally (using emails, the project Facebook page and the blog, active participation at meetings and decision-taking regarding the quality of outcomes for instance, etc) is clearly positive and indicates a well-motivated partnership. **Overall, the partners**

have a clear overview of their individual tasks and expectations of their role as participants in a Lifelong Learning Programme project.

The project leader needs to dedicate more time on the reporting tasks, uploading the quarterly reports of the partners and consolidating internal evaluation reports. The respect of these tasks facilitates and supports considerably the preparatory work for the Interim and Final Reports.

ii) The addition of the Swiss partner 'Formation universitaire à distance' the Distance Learning University Switzerland, represented by Patricia Gamberoni, has been added value with a new participating country and a new language - French.

iii) The Minutes of the meetings and workshops show a **lively participation of the partners to the activities**. The project meetings are followed by practical workshops dedicated to the training of partners. These activities, intense and demanding in terms of participation, are very useful for testing and understanding how to use the ICT tools and software and other teaching / learning methods developed methods by the other Pools projects: Pools-T and Pools-M for instance. Examples of these are the introduction / testing/ using of new ICT tools (DropBox as free webserver, exercises with TextBlender's new version, HotPotatoes, hyperlinked text using Pools-T software) or preparing a lesson plan which leads to communicative activities based on Task-Based Learning method.

It is noted that the creative Portuguese partners from the University of Evora tested from the beginning of the project the ICT tools

developed and used by Pools projects, introduced by Kent Andersen in Madrid, to help Erasmus students to learn Portuguese. The three members of the Portuguese team are very active also in disseminating the information about the products and created a Facebook page of POOLS-2 to increase the reach of communication.

The workshops activities are well-prepared in advance and very well-organised by the host partners (CECE Spain for the Madrid meeting, the 'Intercollege' Cyprus for the Nicosia meeting and the Fondazzjoni Temi Zammit (FTZ) for the Malta meeting). The meetings are fruitful for the progress of the project, team-building and close-up with clear tasks and planned follow-up. **During the project meetings, there is effective cross-partnership discussion of the newest developments** and the organization of future activities, the respect of milestones and the timely delivery of the outcomes. For example, at the third meeting and workshop in Malta, organized by FTZ in September 2010, important points of the agenda were Quality Control monitoring preparation and the different ways in which the Pilot courses can be delivered. **These debates and the brainstorming processes illustrate well how the transnational team is working effectively.**

The contribution and commitment of the core members of first POOLS project is invaluable for the Transfer Of Innovation to the project POOLS. The Danish partner SDE is represented by Kent Andersen who motivates, coaches and trains the participants in most of the ICT tools and the methods. The UK partner, SMO (Scotland's Gaelic college and former leader of the POOLS project which won the 2007 European Award for Languages for the bilingual "Scottish Island Voices")

provides the online video package produced as part of POOLS and is represented by the experienced Gordon Wells. He trains the participants in video-making and other ICT tools, offering continuous support, lately to 'all POOLS-2 people getting to grips with WordPress' as can be read on the Pools-2 Facebook Wall.

c) The quality of the outcomes and products

Progress in terms of the completion of products and outcomes is on course. The work progress and the quality of the outcomes at the interim stage are very good, especially taking into account the initial contractualisation and grant delays. All the outcomes that were ready by end of October 2010 were checked and analysed by the evaluators. The quality and usability of the main outcomes is reviewed below.

i) The Pools-2 Manuals and Guides

The Pools-2 Course book is conceived as a Do-It-Yourself material and reference book to be used as useful additional help to the learning / teaching method and materials for the course. The 50 page course book is available already in English, Greek, Maltese, Portuguese and French.

The Pools-2 Course guide is a very useful resource containing in its 44 pages the methodologies and guidelines on:

- how to run the in-service, online only or blended courses
- scenarios for delivering the content development course
- methodologies such as Webquest used by the Pools-2 members
- the Task-Based method

- E-portfolios
- how to produce materials such as digital portfolios
- video making, video subtitling, making a webpage with optional audio and video,

with all words linked to online dictionaries.

ii) The ready to use language learning units produced

Engaging sample exercises to be used during the pilot courses were produced using TextBlender and HotPotatoes, for learning Greek, Portuguese and Maltese.

iii) Videos for language learning / teaching

The teams from Cyprus, Malta, Portugal, Switzerland produced language learning / teaching videos that cover different aspects of life, culture, and education in the four countries. Each video is subtitled in English and has cultural and language notes to assist the selection. The videos are graded according to the Common European Framework of Reference for Languages and Levels.

The number of videos produced by the end of October is reported to match the original objectives of 60 new videos or 20 per country, with most of these already online on Pools-2 website.

The 20 videos in Greek from Cyprus at:

<http://www.languages.dk/digital/indexEL.html>

The 13 videos in Maltese at

<http://www.languages.dk/digital/indexMT.html>

The 11 videos for Portuguese language learning/ teaching at

<http://www.languages.dk/digital/indexPT.html>

The Swiss team's videos for French language at

<http://www.languages.dk/digital/indexFR.html>

The dedicated hard work of the participants and the Quality control monitoring resulted in many excellent videos with high quality for learning / teaching languages.

Some examples are:

- The 'pools' of Cypriot videos for Greek language, where we watched several times the beautiful and interesting videos such as MATIES STI PAPHO, Tombs of the Kings, Mosaics, Adonis Baths from a quite wide selection of other activities areas such as cooking, theatre make-up, health and electrotherapy etc.

- The interesting insights in Portuguese culture and life and university moments such as in the videos Viagem ao Mundo dos Mármoreos, O Verão no Alentejo, Évora Monumental, Praça do Giraldo, Universidade de Évora, TAFUE – Amor de estudante

- The Maltese videos about the Bookshop.

- The Swiss videos for A1-A2 levels, produced by the Swiss pools-2 team and Yinternet. 'The secret of what Distance Learning Really is', and 'Multi-Contacts' which are interesting AND entertaining.

All the videos are available on Youtube.

We would like to praise already the teams for their choices of video-making that not only are interesting for language learning and teaching and fit for Pools-2 purposes but also engaging for the end-users, the teachers and their students.

An additional result at Interim Report time seems to be the increased skills of the participants in educational video and documentary film-making and maybe the discovery of their artistic talent. Of course, the quality of these videos demanded many hours of work, much more than probably was foreseen, as we can read on Pools-2 Facebook the comment of Maria Theodoru:

“Now that I'm deeply involved I must admit that it takes me around 5 hours to set a clip, and by it I exclude the shootings and the time needed for the commentary.”

iv) The Pools-2 website, Blog and Facebook

The project developed at the end of year 1 a dedicated Pools-2 website at www.languages.dk/pools-2. It is linked to the main website of all the Pools-related projects but it is giving access to a simpler and more clear presentation of the Pools -2 outcomes:

- Pools-2 Manuals and Guides
- Pools-2 videos
- Ready to use language learning units produced by the pools-2 teams
- Pools-2 Do It Yourself videos
- Pools-2 brochures and dissemination documents
- Pools-2 news

The Pools-2 blog and the Facebook page are well-used and well-populated in terms of comments – this indicates widespread support from the team members, both in terms of the volume of posts and the quality and depth of the contributors.

d) Dissemination & Exploitation

The effectiveness and impact of dissemination activities and the extent to which the project has employed models of best practice from related projects.

i) The overall dissemination activities appear to be going very well in the countries involved in Pools-2 and at European level. An update on the dissemination activities undertaken is provided in the Newsletters and on the website:

<http://www.languages.dk/pools-2/index.htm#Pools-2> brochures and dissemination documents.

The project brochure produced is available in English, Greek, Danish, Portuguese, Maltese, French, and Spanish. The videos produced have been described earlier. **It is worth emphasising again in the context of long-term exploitation, sustainability and mainstreaming, that POOLS-2 is an important feature of the whole POOLS development and whilst responding clearly to the contractual requirements specific for POOLS-2 and dissemination in partner languages, it also provides clear links to the interested visitor to find more.** One very positive example of this is role of the site as a (very user-focused) repository of language learning information. This reflects the fields of expertise and interest (and considerable experience) of several members of the project team and one example of this is the clear link to several additional languages addressed initially in POOLS:

- Basque
- Danish

- Dutch
- Gaelic
- German
- Lithuanian
- Luxembourgish
- Portuguese
- Romanian

The POOLS-2 specific area of the site features also a press release from Intercollege European Office in Cyprus from July 2010 and links to the numerous newsletters created for POOLS. These newsletters stand out from the norm for such projects. **They are target-group focused, rather than geared for peers in EU project activities or funding agencies and are detailed, topical and designed to have an “invitational” character very engaging to end-users and stakeholders** and these newsletters have been identified as examples of good practice in the other POOLS initiatives and are used as models by the external evaluators in other projects in which they are involved and which have faced less successful strategies for dissemination.

POOLS-2 has been successful to-date by disseminating a methodology rather than just isolated outcomes. This is clearly another strength - and if reference is made to key text in the initial application:

“The transfer of innovation is not just a translation and adaptation exercise; after adapting the POOLS core outcomes (course book, course manual, do it yourself videos, and call units) course participants from the CY, MT, and PT teams will be coached in video recording and editing techniques, in software production, and in CALL methodologies suitable for CLIL and Task based learning. The course participants will then produce videos that can be used in multimedia applications for teaching GR, MT, and PT.”

it is clear to see that the dissemination strategy adopted is one that is designed to export outcomes but also support and assist those involved in their use and this clearly increases greatly the chances of mainstreaming and longer-term impact. It is very refreshing to see a project use varied dissemination means and media to get across different information at different times to different elements of the target groups, ranging from the aforementioned invitational informality of the newsletters to the linguistic and pedagogical depth and rigour present in the course guides and instructional videos.

It is also positive that the news element of the dissemination section of the site is very up to date and has been maintained that way from the start of the project's web presence – there are usually 3 or 4 events, articles or happenings each month which are informative but also serve to show the initiative's ongoing momentum. The type of link provided also varies, from downloads of the latest information to test versions of the guides and other related products to experimenting with – an approach that again emphasises that **the dissemination methodology in POOLS-2 is one of using ongoing interaction with the end-users rather than a more one-stop presentation of final products from producer to user.** The user is more active and empowered, and therefore much more motivated, when visiting the POOLS web-sites.

One area of possible improvement related to this is the fact that in other sections of the project web-site, the future tense is used (“will exploit the results...”, “will transfer the core outputs...”). This is not simply a comment on tense, but it does not always ensure that the site is doing justice

to the achievements to-date and certainly, as the project is preparing for its Progress Report, one strong recommendation from the external evaluators is to try and update this on the web-site but certainly ensure that “fresh” and up to date text and tenses are used in the public part especially of the Progress Report.

Whilst the dissemination activities themselves are strong, there does seem to be room for improvement in the recording of the impact of these activities. Perhaps this is a consequence of the shared leadership mentioned at the start of this report, or perhaps there is documentation on the site that the evaluation team has missed, but impact could be better promoted for the project’s own benefit. This is not a comment querying whether there has been an impact, but a recommendation to promote and make more immediately transparent the impact on the web-site and perhaps newsletters. For example, in the quarterly internal review Apr-June 2010 partner FTZ reports:

“We sent the Pools-2 Newsletter – issue No 25, covering the period April-June, to a database of 250 users and especially to the professors and staff of the Department of Maltese of the Faculty of Education, University of Malta; to the staff of the National Council for the Maltese Language (Kunsill Nazzjonali tal-Ilsien Malti); and to the staff of the Education Division of the Ministry of Education.”

and this is clearly very positive, however, aside from a later reference in the same review (“FTZ received very positive feedback on this project after consulting the major national stakeholders.”) it is hard to identify if there is, and if so, where the key follow-up data to this and many other activities is collated and presented. Similarly, the application described the key role of EfVET as the dissemination partner and inclusion of the POOLS-2 in 3 of

its conferences (2 within the project lifetime and 1 after the initial eligibility period finishes):

“The project outcomes will be disseminated through EfVET annual conferences October 2009 and 2010 (also in 2011, but not supported by the grant), where EfVET will arrange round table presentations of the project, and at EuroCall conferences (September 2010 and 2011) as well as at national conferences where the products will be presented and distributed.”

and it will of course be beneficial to see the impact of these presentations on the project web-site and described in the contractual reports. Again, the external evaluators feel **this is an important area because a) in all likelihood the project has been very strong in this field and so should “celebrate” its success at high levels more transparently and b) the impact of the project (especially as a Leonardo ToI initiative) at any kind of Governmental, Ministerial or policy-making level will be a key requirement on the Progress and Final Reports** in the context of identifying and explaining the impact on national VET policy in each participating country.

The potential for exploitation within the project is significant. The Leonardo ToI action of course lends itself very well to exploitation, with transfer and growth into new areas being central to the aims, but the POOLS-2 project has added to this with the fact that it is not settling only for a geographical transfer to 3 new countries (and the rationale for the transfer to these specific countries is described very well in the application) but **is pursuing this in the context of a holistic methodological transfer (described earlier) that will support teachers and trainers at a number**

of levels. In addition, the project is providing very beneficial ICT training especially in the production of videos for downloads which is connected to language learning in this context but which has the potential for transfer and exploitation across numerous curriculum areas. This form of learning and directly applying the learning more or less immediately into the delivery of a subject is very effective. The evaluators worked in an unrelated Comenius project involving the learning of fine art in Europe across 10 centuries and one element was cheap and easily useable video conferencing between groups of teachers and students in one country with similar groups in others. The simple process of a teacher from a different subject area walking past the room and witnessing at first hand the live and dynamic interchange taking place meant that “accidentally” the use of such media rapidly spread across several curricula. **Witnessing the effective use of ICT is often more motivating for teachers and trainers than receiving a “top down” instruction to utilise it.** POOLS-2 it would seem could have a similar and perhaps even greater added value in this respect – hence the recommendation from the evaluation team to promote more the processes behind the quality products on the web site and reporting tools. The application stated:

“The transfer of innovation is not just a translation and adaptation exercise; after adapting the POOLS core outcomes (course book, course manual, do it yourself videos, and call units) course participants from the CY, MT, and PT teams will be coached in video recording and editing techniques, in software production, and in CALL methodologies suitable for CLIL and Task based learning. The course participants will then produce videos that can be used in multimedia applications for teaching GR, MT, and PT”

As in the experience of the evaluators, the majority of ToI project focus on a geographical or sector transfer, the fact that POOLS-2 has this innovative ICT methodological transfer within it, should be very much promoted.

3. Conclusions and recommendations:

i) **The project has made good progress and has caught up after the initial delays.** It is certainly on course to meet its objectives and can consider that it is also achieving several examples of added value – the additional partners from Switzerland, French as an additional language, the holistic methodology being transferred and the specific value of the video production training.

ii) **The overall project management and the internal evaluation and monitoring information are very useful** and help to keep the project on the track and share ongoing information among all the partners. However, we notice that for the first nine months, the Quarterly Reports are all available on-line, while only one consolidated Quarterly Report is on-line. The other three Global Quarterly Reports should be consolidated and put on-line as soon as possible, before the submission of the Progress Report. For the last 3 months July-September 2010, only the Danish QR 4 is presented on-line. The other Quarterly Reports of the partners that are finalized should be uploaded on the website as well as the consolidated QR 4.

iii) The Maltese team should continue to improve the quality of their videos to make all of them usable for the purpose to learn/teach languages.

iv) POOLS-2 has achieved a good balance between ensuring that it has its own discrete and meaningful web presence and combining well with the other POOLS initiatives to achieve maximum synergy and impact – there is an overall quality assurance in the true meaning of the phrase to the work being done. This should be maintained in the second year.

v) Connected to iv) **it is recommended that the site is updated in places (tense-wise) to illustrate the progress already made** and that the project ensures it achieves a similar updating when it comes to describing the achievements already in place at the time of the Progress Report. This should feature strongly more description of the impact of the dissemination activities, rather than just a record of the event /activity and numbers involved.

vi) **The project is in a clear position to achieve effective results in the context of sustainability and mainstreaming** the practices and tools into current provision at all partner institutions. The next meeting of the project (March 2011) intends to focus on exploitation activities and all partners should prepare thoroughly for this to ensure that they are recording all the activities in this context to facilitate their most effective presentation and description at the Final Report stage.